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the inadequacy of each and all are exhibited because of the false basis upon which they rest. Social utility alone justifies punishment and this requires that punishment shall be resolved essentially into prevention and treatment.

Parts II and III on "Freedom in Crime" and "Responsibility for Crime" contain the main thesis of the book. The argument is a thorough going defense of determinism in the realm of thought, feeling, and volition. Present-day psychology, the author declares, "does not admit the existence of such entities as 'the will,' which wills, 'the intellect,' which thinks, and 'the sensibility' which feels—as it were, three persons within one person. It recognizes only distinct processes, elementary and compound. And no one of these—whether it be a feeling-process, or a thought-process, or a volition process—is properly called 'free.'" This argument is elaborated and elucidated with fine logical insight. It places the whole subject of individual action upon a definite, concrete and analyzable basis and renders it a fit subject of scientific treatment.

Conduct then—criminal conduct—is not predestined and it is not free; it is determined—it is result.

The book contains the most clear, logical and adequate argument yet presented as a basis for the work of the modern school of criminology. Punishment, if we still prefer to use that term, in order to be of value must be adjusted, not to the crime but to the criminal and the form which it will take will more and more come to conform to the treatment of the sick, the injured and the mentally defective.

The style of the writer is clear and forcible. The vocabulary is non-technical so that the laymen will read it with the facility of the scholar. It is destined to become a classic in the literature of the scientific school of criminology.

J. P. LICHTENBERGER.

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MAHAN, A. T. *Armaments and Arbitration*. Pp. 259. Price, \$1.40. New York: Harper & Brothers, 1912.

Under this title our most distinguished authority on sea power gathers a series of articles chiefly contributed to the *North American Review* during 1911 and 1912. Only the first six chapters fall under the general title. In these the main thesis is that force is still the chief factor in settling international conflicts. But the possession of might and its use do not necessarily connote a lack of high motives. Arbitration may be an acceptable means of settling disputes where the issue is purely one of law but this is the case in few important international disagreements. The chances of fair settlement are greater the author maintains where the "give and take" procedure of diplomacy is relied upon rather than the dry legalistic methods of arbitration. Matters of national honor should therefore not be included in an unlimited arbitration agreement. These often involve conditions upon which law gives no rule which would promote justice. Judged by the strict rule of law, the author asks, what would have become of an arbitration between the United States and Spain concerning Cuba or a dispute with any European power concerning the Monroe Doctrine. The argument is enforced by a rigorous testing of the principles laid down by applying

them to the facts of our great national crises and international events of the present time.

In the latter part of the book two chapters are devoted to the changes in sea power especially as affecting the United States, which will follow the opening of the Panama Canal, and to an argument for fortifying the waterway. Another discusses the methods by which young officers are trained in the "war game" at the naval war college. The closing essay is a vigorous defense of the action of the United States at the time of the Panama revolution. Though the book lacks unity, as is to be expected in a work made up of articles originally unrelated, it is an excellent exposition of the point of view of an eminent man of military training and ideals toward the Peace Movement.

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MONROE, PAUL (Ed.). *A Cyclopedia of Education*. Vol. III. Pp. xi, 682. Price, \$5.00. New York: Macmillan Company, 1912.

This volume, going from *Gai* to *Lib*, covers a number of important studies and educational themes, such as geometry, geography, Greek, history, household arts, industrial education, kindergarten and Latin.

The treatment of most of these is so good that one can but wish that it were better. We hear much of the past and present, it is true, but there is not much that points to the future. Foster Watson, for example, gives us the history of Latin grammar, and Lodge discusses the methods of teaching the subject in its traditional aspects, but nowhere does either of these gentlemen discuss what the modern man most wants to know—the future of this subject, its relations to the life and needs of to-day, the transformations that are necessary if the subject is to retain more than a mere antiquarian interest. It may be asked, why do we ever go to the cyclopedia? As this is at present constituted, it may be answered, we go not at all, except when we look for facts, as we look in dictionaries for the pronunciation and meaning of words. Perhaps the cyclopedia should be nothing but a reservoir of facts, but it might be something else—namely a source of insight, outlook and aspiration. The greatest thing in modern education is the transformation of old studies to serve new purposes, as is seen in language for use, mathematics for construction, geography for commerce and industry, the correlation of fine and useful arts, history to conserve economic ends, and so following. So powerful is this tendency that it may be predicted that those subjects that can not be thus transformed by selection of topics, methods of teaching and correlation with the things to which they should be related, will gradually disappear from the curriculum. We hear reiterated the old story that nothing is so good as Cæsar for the second-year students in the high school. Perhaps this is a lamentable fact from some standpoints, but what shall we say of the appropriateness of such material for womankind, and for boys whose interests are far removed from such topics. Shall simplicity of construction, diction, and so following, be forever the determining factors in the choice of a study. Must the second year of Latin always be a set of finger exercises, so to speak, for the mind?